



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

# THE CLASSICAL JOURNAL

VOLUME IX

DECEMBER 1913

NUMBER 3

## Editorial

### THE NEW REQUIREMENTS IN LATIN AGAIN

The definitions of the college-entrance requirements in Latin were unanimously adopted by the Commission appointed to consider this question in October, 1909. These definitions were thoroughly discussed in the leading educational periodicals and they were almost immediately adopted by practically all of the colleges. The college catalogues give them in nearly the exact language of the Commission and at least one of our best publishers of school books has issued for free distribution a very useful pamphlet on the subject. Moreover, the College-Entrance Examination Board has for three years given examinations based upon the new requirements.

It was hoped by all concerned that great improvement in the teaching of Latin in our schools would be gained by the introduction of these new requirements, and in this we have not been disappointed. The quality of the answer books submitted to the College-Entrance Examination Board last June was certainly superior to that of the books in previous years. In spite of this there is room for further improvement. This fact may not be startling! Still, it is remarkable that, after all the advertising given to the new requirements, they are yet widely misunderstood. At conventions held in three different cities during the last school year the present writer discovered a rather large number of earnest teachers who had failed to understand what they were expected to do to meet the new requirements. They were quite astonished at learning that *in amount* they were required to read the equivalent of *six* orations of Cicero and *six* books of Vergil. They had been

confining their reading in class to *two* orations of Cicero and *three* books of Vergil! From other sources the writer knows that there are very many schools in which the third and fifth books of Vergil are not read, or anything else to make up the required amount. Of course the students from these schools are heavily handicapped in taking their examinations and in doing college work, if they succeed in passing the examinations.

Another widespread misunderstanding concerns the *intensive* review of the specified orations of Cicero and books of Vergil. The writer personally knows many schools in which these orations and books are read only once, and even then very superficially, with no comments made or questions asked. An experience of seven years in reading Latin papers for the Board leads him to believe that the number of teachers who give their classes no review in preparation for these examinations is very large. This entire matter will be discussed in a paper to be published in the near future by the Board's chief reader in Latin, Professor Nelson G. McCrea, of Columbia University. He will give full statistics covering all of the examinations. In the meantime, perhaps a few statistics from the writer's own reading of the papers may be of interest.

The ninth question on the Latin 1-Grammar paper asked the candidates to account for the tense of each of five verbs. Of 346 answer books only 51 received full credit on this question, while 129 received no credit. The tenth question asked for the derivation of each of three familiar words. Full credit on this was given to only 15 of the 346 answer books, while 74 received no credit and 211 received less than six credits, twelve credits being perfect. The eleventh question required the candidates to divide five words into their syllables, mark the quantities of the penults and final syllables, and indicate the accents. Of the 346 answer books only 7 were given full credit on this question. Yet surely these are all very elementary matters and the subject of division into syllables is probably learned by all students in the first lesson of First-Year Latin.

A few of the "derivations" given may be in point here. *Humanitas* was said to be derived from "*human*+*tam* (so kind)";

from "*humus*, ground or earth, therefore man or humanity made of earth or dust"; from "*humus*, ground, and *maneo*, to remain"; from "*hu* and *manitas*"; from "*humilis*+*maneo*, to remain low"; from "*homo*+*amatus*, meaning man-loving"; and from "*homo*+*amans*, loving one's fellow-beings, hence kindness."

On the Latin 4-Cicero paper the first passage set for translation was a perfectly fair and simple one from the Manilian Law. The first question based upon this passage asked the candidates to account for the number of *age*. It is a simple question, but the readers allowed considerable latitude in the answers. Of 499 answer books 232 received full credit on this question, while 267 were marked as total failures. The second question called for an explanation of the reference in *illa res*, which a small degree of reasoning power might easily have given. Of the 499 candidates, 124 were given full credit on this, the others receiving no credit. The third and last question on this passage asked what Pompey was doing in Spain at the time of the incident mentioned in the last sentence. One would hardly suppose that any student could read this oration without having most of the facts about Sertorius and the last remnants of the Marian faction indelibly impressed upon his memory. Yet 281 of the 499 seemed never to have heard of Sertorius and received no credit, while only 44 were given full credit.

It is easy to make excuses for, or explanations of, this showing which is still far from ideal. Much of the trouble is without doubt due to stupidity on the part of the candidates, for no attempt has been made above to distinguish between the answers of those *recommended* by the schools as fully prepared for the examinations and those who failed to secure this recommendation. Then, too, much difficulty is caused by crowding into the high-school curriculum many subjects that involve no training for anything and which are of small practical value. At the same time our pupils now have a thousand and one "social" distractions of all kinds. It would be surprising if they had ample time for their studies. Moreover, many teachers have never had the advantages of a college education; they have never read any Latin beyond the required minimum amount of Caesar, Cicero, and Vergil; and their

salaries are ridiculously small. School officers, as well as other persons, ought to realize that they cannot get something for nothing in this world. It is certain that the pupils in our schools will not receive adequate instruction until the teachers are paid adequate salaries.

Nevertheless, one would suppose that better results might be obtained, even under present conditions, if all teachers would make themselves familiar with the new requirements in Latin and then strive to the best of their several abilities to meet these requirements which have given the teachers that long-desired freedom of choice in selecting the material for reading with their classes.

In closing the writer wishes to say that he is an optimist.

M. N. W.

---

#### THE HAROLD WHETSTONE JOHNSTON MEMORIAL FUND COMMITTEE

A committee of one hundred, with Professor Edward Capps, of Princeton University, as chairman, has been formed to secure some appropriate memorial for the late Professor Johnston, the same to be placed either in Illinois College or Indiana University, the two institutions in which Professor Johnston spent the last thirty-seven years of his life, giving almost equal periods to each. "The form which this memorial will take," to quote from the committee's outline of its plans, "will depend upon the sum of money subscribed. It is the desire of the committee, if a sufficient amount is placed at its disposal, to establish foundations, bearing Professor Johnston's name, the income from which shall be used for the purchase of classical books, each book to be appropriately marked; and also to set up commemorative tablets at each institution."

A faithful and enthusiastic teacher's best memorial is the long train of students whom he has led into ways of sound thinking and true appreciation of "whatsoever things are lovely and of good report"; but it is well also for us, his friends, who still survive him to see to it that this tangible memorial which is proposed shall not fail for need of the funds which are necessary to bring it to pass.

Subscriptions to this memorial fund should be sent to Professor Frederick W. Sanford, the University of Nebraska.